

Family and Civic Engagement Coordinator Roles and Responsibilities

Family and civic engagement in counties, districts and schools prioritizes school-family-community partnerships designed to engage families and communities in creating shared vision and responsibility for the education and well-being of children within their community. The partnerships optimize and refine existing policies, infrastructures, planning processes and resources. These partnerships should promote improved cross-agency and cross-initiative collaboration. Through these collaborative efforts, resources are maximized toward increased graduation rates and student success.

The new educational reform package for Ohio House Bill (HB) 1 requires that districts develop Family and Civic Engagement (FCE) Teams comprised of parents; community representatives; health and human service representatives; business representatives; and others as identified by each school district's board of education. One responsibility of the FCE Team is to work with local county Family and Children First Councils to recommend to the local board of education qualifications and responsibilities to be included in the job descriptions for school family and civic engagement coordinators. This document can be used as guidance in the development of the job description for the Family and Civic Engagement Coordinator. This guidance also will be further refined in response to the experiences and lessons learned from work with the 25 counties participating in the FCE in School Initiative sponsored by the Ohio Department of Education and Ohio Family and Children First.

Collaborative Planning Process

Development and facilitation of a collaborative, improvement planning process that integrates with existing assessments, such as CCIP, SIP and OIP, and mobilizes school- and community-based *learning supports* based on the needs, assets, and aspirations of students, families and community members. Learning supports are defined as the collection of resources, programs, services, strategies and practices – as well as environmental and cultural factors extending beyond the classroom – that together provide the physical, cognitive, social and emotional support that every student needs to succeed in school and in life (State of California, SB 288; Adelman and Taylor, 2006; Ohio Department of Education [ODE] CSLS Guidelines, 2007)

Responsibilities:

Mobilization

- Facilitate the recruitment, organization, mobilization and retention of the appropriate student, family, school, district and community stakeholders to participate on the Family and Civic Engagement Team for collaborative improvement planning.
- Establish a collaborative FCE team, linked to the district leadership team (DLT), with interdependent working relationships among all stakeholders that enables the team to plan together effectively and efficiently.
- Develop a governance structure that serves to establish leadership, create a common vision among stakeholders and support the DLT.
- Facilitate the process of designing, refining and managing parent-family recruitment, support and engagement.

Needs and Resource Assessment

- Facilitate an assessment of student, family, school and community needs, assets and resources for student success – which might include utilizing Level III of the Ohio Decision Framework to answer essential questions related to leadership; school climate (including student discipline occurrences; student attendance and mobility; students with multiple risk factors; and teacher and student perception); and parent/family, student, and community involvement and support, along with using additional assessment tools and data.
- Facilitate the identification of gaps in assets and resources.

Action Planning and Implementation

- Facilitate the identification and prioritization of focus areas based upon gap analysis.
- Facilitate the development of a five-year FCE plan that aligns with district and school improvement plans.
- Facilitate the development and implementation of research-supported models and strategies for meeting needs and building assets as structured by a prevention, early intervention, and intensive program and service model.
- Facilitate the development and implementation of a collaborative structure that coordinates and mobilizes multiple people, organizations and strategies to happen simultaneously as they result from the plan (e.g., single point of contact, leadership and management structures).
- Facilitate the development of a collaborative infrastructure to maximize school-, family- and community-based resources in support of priority needs.
- Facilitate the development of an evaluation plan to monitor effectiveness of selected strategies.
- Facilitate the process of optimizing roles, responsibilities and relationships in alignment with identified priority areas.

Implementation

- Facilitate the process of acquiring/redeploying/managing/maximizing resources.
- Facilitate the implementation and the monitoring of implementation and alignment of expanded district and school improvement plans.
- Facilitate the implementation and monitoring of the infrastructure design and formal mechanisms for communication.

Evaluation

- Facilitate evaluation of the effectiveness of selected strategies.
- Facilitate evaluation of the effectiveness of the planning process and the infrastructure Development.
- Facilitate the modification of plans, strategies and structures to support continuous Improvement.

Service Coordination and Integration of Programs, Services, and Strategies

Coordination and enhancement of school-family-community programs, services and strategies to achieve three goals: (1) Maximize opportunities for academic learning and healthy youth development, both during the regular school day and during out-of-school time; (2) Address nonacademic barriers to school success and positive child/youth development; (3) Connect learning support systems to classrooms to improve interactions between teachers and students.

Responsibilities:

- Facilitate the process of identifying, designing, refining and/or managing a process of developing linkage and referral system(s) for the coordination and identification of services between district, school and county systems that can be continuously monitored, evaluated and improved.
- Facilitate the process of identifying, designing, refining and/or managing a process of organizing school and community program and service providers to: 1) determine the availability and accessibility of programs and services (e.g., locations, schedules, reporting mechanism, accountabilities); and 2) address individual student needs.

System Level Capacity Building

Development and implementation of collaborative, distributed and adaptive leadership and management structures, as well as operational processes, to establish a comprehensive system of learning supports for students, families and communities.

Responsibilities:

- Facilitate building the capacity of key community and school leaders such as educators, principals, superintendents, district administrators and community leaders to collaborate.
- Facilitate the organization and mobilization of teams and policy planning in support of institutionalization and sustainability.
- Manage cross-system and sector-communication and bridge-building.
- Facilitate cross-system collaboration to identify policy needs, including opportunities to integrate separate, specialized policies and funding streams.
- Facilitate the identification of, and provide assistance with, creating professional development and capacity-building opportunities that are important for comprehensive learning support systems.
- Manage the dissemination of information across stakeholders related to family and civic engagement activities to mobilize community members and ensure clear communication among partners.
- Provide annual progress reports on the development and implementation of the FCE plan.
- Provide the local board of education with the FCE plan so they can submit the plan and annual progress reports to the county FCFC.
- Write reports to document process, activities and outcomes related to family and civic engagement activities.
- Present on the initiative to key community stakeholders and other various community groups to increase awareness and gain support.
- Conduct social marketing and promotion for comprehensive systems of learning supports in schools, districts and community agencies; and among youth, families and community members.
- In consultation with the FCE team, advise and provide recommendations to the school board on matters specified by the board.